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ABSTRACT

This Youth Employment Training program manual is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped). The project, aimed at assisting them to gain and retain full-time, non-subsidized employment, consisted of developing and field testing a course curriculum, methods for the identification and recruitment of handicapped students, and career and vocational advising and counseling procedures with the handicapped. The program manual presents the overall goal of the project and its four primary objectives, provides a history of the project, and includes the needs survey which led to its development. Unique aspects of the project are presented along with their interrelationship. A flow chart is provided to help the reader to understand this interrelationship and the process a student would follow in the program. The dissemination process to be followed by the project is outlined and described along with a second flow chart designed to graphically depict the process. The manual also contains two sample high school districts' plans for the dissemination of the project. Finally, the manual provides the "physical demands and working conditions" form, a tool that was found helpful during field testing of the project. (The curriculum guide and resource book are available separately--see note.) (KC)

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ED194775

YOUTH EMPLOYMENT TRAINING

PROGRAM DEVELOPMENT MANUAL

FOR THE

SPECIAL NEEDS STUDENT

This project was conducted under
the supervision of the Division of
Special Educational Services,
Mesa Community College, Mesa, Az.

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U S DEPARTMENT OF HEALTH,
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INTRODUCTION

This Youth Employment Training Program Manual is one of three documents developed through a grant awarded to Mesa Community College, Department of Special Educational Services. The grant was awarded by the State Department of Education, the Vocational Educational Division from Title III C.E.T.A. monies for special projects. The monies were designated to be used for the development of a program meet the career and vocational needs of the disadvantaged handicapped; mainly the learning disabled (LD), the educable mentally handicapped (EMH), and the emotionally handicapped (EH).

The Program Manual, Curriculum Guide, and the Career Counseling Resource Book are ready for dissemination to community colleges and high schools throughout the state. The University of Arizona, through the Department of Business and Career Education, will direct a dissemination project funded through a grant awarded by the Fund for the Improvement of Postsecondary Education (F.I.P.S.E.). The dissemination project began in October 1979 and continues through January 1981.

The three documents, hopefully, contain the material necessary for community colleges and high school districts to develop a strategy for working together to meet the career developmental needs of special needs students. This manual begins by presenting the overall goal of the project and the project's four primary objectives. The manual provides the reader with the history of the project and the needs survey which led to its development.

Unique aspects of the project are presented along with their inter-relationship. A flow chart is provided to help the reader to understand this interrelationship and the process a student would follow in the program. The actual dissemination process to be followed by the project is outlined

and described in this manual along with a second flow chart designed to graphically depict the process. This manual also contains two sample high school districts plans for the dissemination of the project. Finally, the manual provides the reader with a tool, the physical demands and working conditions form, that was found extremely helpful in the project's field testing.

The project's staff hopes that the reader will find this manual and the other two documents helpful in their attempts to assist special needs students. Any questions should be referred to either, Director Youth Employment Training Program, University of Arizona, Department of Business and Career Education or Director Special Educational Services, Mesa Community College, Mesa, Arizona.

YETP GOAL

A special needs student in the project will gain the support and the skills necessary to obtain and retain unsubsidized permanent employment that best ascribes to his/her individual abilities and interests.

YETP OBJECTIVES

-- To provide a postsecondary education experience in work survival skills training for selected secondary and postsecondary special needs students who need additional support and training beyond their secondary experience.

-- To develop for each special needs student selected for the project a postsecondary career and educational plan (Individual Career Plan).

-- To provide a transition for selected special needs students between their secondary experience and the community college or other postsecondary experience.

-- To introduce special needs students selected for the project to the adult education concept of "life long learning."

HISTORY AND NEEDS STATEMENT

In 1977, the Vocational Education Division of the State Department of Education identified that postsecondary opportunities for special need students were limited. They identified the frustrations felt by secondary vocational and special education educators when they attempted to refer special needs students to postsecondary "appropriate" career and vocational preparation programs.

In 1978, Mesa Community College conducted a county-wide Occupational Needs Assessment and Research Project concerning the postsecondary needs of handicapped students (as defined by Section 504 of the 1973 Rehabilitation Act). The assessment consisted of a survey questionnaire sent to high school counselors concerned with special education, community agencies who serve special needs students and associations that represent special needs groups. Potential employers of the special needs students were also contacted through the Phoenix Personnel Management Association, and asked for their perception of the postsecondary occupational needs of special needs individuals.

Employers, counselors, handicapped individuals representing different associations, and community agencies which serve the handicapped, were in agreement that large numbers of handicapped, vocationally oriented individuals leave their secondary educational experience not fully prepared with the skills necessary to 1) obtain/retain full time unsubsidized employment, and 2) have sufficient independent "living skills" to obtain/maintain adult independent living (i.e., English and reading proficiency skills, communication and assertiveness skills, math and money management skills).

During the spring semester of 1978, a series of five workshops were held with high school counselors who worked with vocational advisement of handicapped students. The counselors represented different types of high schools and district systems from smaller rural systems, such as Chandler, to large urban systems, such as Phoenix Union High School District. The counselors were asked to help the community college district to identify the major postsecondary career counseling and vocational needs of special needs students.

As a result of these needs surveys, a project was developed by Mesa Community College and funded jointly by the State Department of Education,

Vocational Education Division, and the Governor's Office of Economic Planning and Development. The project consisted of the development and field testing of course curriculum, methods for the identification and recruitment of handicapped students, and career and vocational advisement and counseling procedures with the handicapped. The actual products produced by the project are: 1) a career advisement resource book: for vocational counselors who work with the handicapped, 2) this program manual: outlining a successful approach to the identification, recruitment, assessment, and individual career planning methods for assisting handicapped students to gain access, and to use productively, a postsecondary experience in a community college setting. The manual outlines the necessary role responsibilities for both secondary and postsecondary personnel involved with the program's implementation and ongoing success, and 3) a curriculum guide: outlining on a class by class basis, the goals and objectives, suggested activities and differential teaching techniques found most successful with different types of special needs students.

The project outlines a method for identifying and recruiting special needs students in the beginning of their senior year of high school, who would need a postsecondary experience to successfully compete in the labor market. These students are then recruited and enrolled (during their second semester, senior year), concurrently in the first course outlined in the curriculum guide. This course provides a critical transition between the secondary and postsecondary experience and allows for proper college orientation, career and future course advisement, job retention skill learning, and beginning life skills training. The first course is followed by the student's enrollment in appropriate community college courses, indicated by his/her Individual Career Plan, (a postsecondary comprehensive education plan oriented

toward his/her goals. This was developed in conjunction with the State Department of Education).

PROJECT APPROACH

The project has several unique features and an explanation of these features may help the conceptual understanding of the entire project package.

PROJECT FUNDING

The development of the project and its dissemination has been funded by federal and state grant monies. The project, however, once established between a high school district and a community college will not need federal or state grant monies to continue. The money needed for the project's continuance comes from the student fees and the state education monies generated by student enrollment in the community college.

More specifically, the project has two major staff roles necessary for its proper function. The community college coordinator's role (a limited role--not time consuming and explained in detail later in the manual) would be assumed by the most appropriate person on the community college campus. The role responsibilities would be assigned to the appropriate person as a part of his/her larger college role without necessary added expense to the community college. The role responsibilities are limited and mostly related to communicating information concerning the policies and procedures of the community college.

The monies generated by the enrollment of the students would be used to pay the salary (as visiting faculty or part time instructor) of the high school person chosen and trained as the instructor/coordinator in the project.

The instructor/coordinator would be paid the community college established rate for any "visiting faculty" (or part time instructor, whichever it is designated) who would teach the semester hours designated for the class. The payment would be beyond the person's daytime contract with the high school district and be considered a separate part time position. This arrangement of having high school instructors teach as "visiting faculty" is an already established practice in most community college districts in Arizona and should not create unusual difficulty.

The instructor/coordinator needs to be compensated because of the time and knowledge needed to perform the role. The role of instructor/coordinator (which is described in more detail later) is the keystone upon which the project is constructed. The instructor/coordinator is the person responsible for the selection, recruitment, and enrollment of the students and the teaching of the class. Commensurate pay for these responsibilities is the only insurance that the most qualified and appropriate person would be interested in assuming the responsibilities of the position.

The developers of this project also realize that many appropriate students needing this type of experience may not be willing or able to pay the "student fee" (tuition in some situations) charged by the community college for the course. Where this is a deterrent to the student's involvement, the project suggests two alternatives to the student or his family being responsible for the student fees. If the student is eligible for CETA (any handicapped individual is qualified and any other individual's qualifications can be established by DES or CETA office), CETA can pay for the student fees as part of "classroom training". This may take some negotiation with the local CETA prime sponsor, for which a model does exist in Maricopa County.

The second source of funds to pay for "student fees" (tuition) is the office of Vocational Rehabilitation. For many years Vocational Rehabilitation has paid the college fees (tuition) of students who qualify for their services. These are two potential sources for those students and their families who cannot afford the initial student fees no matter how low. Without these resources the instructor/coordinator must only select-recruit students who can (with their family's assistance or not) afford to pay the student fee. This can severely limit the project's scope and eliminate some of the students who need it most.

ROLE OF INSTRUCTOR/COORDINATOR

As mentioned above, the role of instructor/coordinator is the keystone of the project's success. For an administrator to offer the position to anyone it is vital he/she understand the knowledge and ability needed to perform the functions of the job. The major role components of the position are identification of appropriate students, recruitment of these students, enrollment of these students (with the assistance of the college coordinator), and finally instructing the actual class.

To identify the appropriate students the instructor/coordinator would need to work with or have direct contact with individuals who work with the special needs students in the school district. The instructor/coordinator needs to know the students who will need a postsecondary experience/versus those who are sufficiently prepared by their secondary experience to obtain/retain an appropriate job.

This calls for much more than just an academic - test results oriented decision. The instructor/coordinator will need to exercise his/her professional

judgment and use his/her experience with the students (augmenting the test results) to identify those students who need and can use a postsecondary experience. The identification process will not function properly unless the instructor/coordinator knows the students directly or works closely with those close to the students. This is a major dynamic in the project's choice of the high school person to teach the class.

The second major role responsibility of the instructor/coordinator is that of recruitment. Once identified each student needs to have the benefits of the project explained to him/her. The student's parents may need to be contacted and financial arrangements made for the student to take the course. As mentioned above CETA prime sponsors or Vocational Rehabilitation might have to be involved to pay for the student's attendance. This initially can be a time consuming process and should be much less complicated and time consuming once the project is established and students are knowledgeable of the project (self referred).

Depending on the enrollment (registration) requirements of the community college the next major role function of the instructor/coordinator is to get the proper number of students to constitute a class (this varies with different community colleges) to enroll. The instructor/coordinator will need to work with the community college coordinator to learn the proper procedures and enroll the students correctly.

The last major role function of the instructor/coordinator is to instruct the class itself. The first module is designed to be worth four hours of credit and actually two hours of class--(one hour twice a week)--the other two hours that the instructor/coordinator is paid for constitutes the individualized time suggested in the curriculum guide for the coordinator to work with the

community college coordinator and the students' work supervisors and the time to take care of administrative details of the class. The instructor/coordinator will need the extra time to be knowledgeable of each student's work experience and to help and counsel the students.

The person selected for the instructor/coordinator will need to have specialized knowledge and qualities. Community college certification requirements for visiting faculty might also limit potential candidates. Whatever the other local requirements, the choice is extremely important to the success of the project. Once the dissemination process is over and the YETP training staff have left the project, its continuation and success depends on the instructor/coordinator and the administrators that support him/her. The YETP training staff have found that individuals in the following high school positions usually have the knowledge and expertise to function as an instructor/coordinator: special education teachers, career and work experience counselors, special needs vocational teachers, or social workers who work with special needs students.

ROLE OF COMMUNITY COLLEGE COORDINATOR

The role of the community college coordinator is much less involved and less time consuming. The major over-all role responsibility is to act as an informational resource and contact person at the community college for the instructor/coordinator. The instructor/coordinator will need to have a contact person at the community college; one familiar with the college system and with the project. Systems Analysis has repeatedly pointed to the need for a person on the outside of a system to have a contact within that system if he/she is to function well in an auxiliary capacity to the system. Communications are usually clearer and more meaningful, problems are usually addressed more

directly and solutions found when an auxilliary agent has a specific contact within the system.

Thus the community college coordinator's main function is to assist the instructor/coordinator in understanding the system and providing good channels of communication. More specifically the community college coordinator will initially have three functions:

1. To assist the high school coordinator in becoming a part time instructor and to orientate him/her to the college services that are outlined in the curriculum guide.
2. To secure a room for the class (on campus preferably).
3. To work out a college registration procedure for students that allows for their special needs.

Once these three systems are set up, the role of the community college coordinator will become that of the contact person for the instructor/coordinator.

As was suggested earlier, the YETP project director will work with the community college administration in the selection of the appropriate individual to function in this role. The YETP project staff have found that several job classifications on a typical community college campus lend themselves well to the inclusion of the community college coordinator. These most commonly are: special service personnel or counselors assigned to work with special students, continuing educational staff, career advisors, and/or vocational education personnel who work in the special needs area.

CURRICULUM DESIGN

The curriculum was written to meet the requirements for acceptable courses in the Maricopa County Community College District. The curriculum should, however, meet the requirements of all the other community college districts in the state. Module I, in the curriculum guide, contains the equivalent of four

semester hours of course work. To best meet the requirement of the community college the course was divided into two, 2 semester hour courses designated as SN100 and SN101 ("SN" means Special Needs). They are however taught and presented in the curriculum guide as one four hour course.

This first course in Module I is designed to be taken by high school students concurrently during the second semester of their senior year. It is designed as a transition course introducing the student to the community college and its resources. There are of course many possible variations; one in particular occurred in the field testing of the curriculum at East High School in Phoenix. It was discovered that students, other than seniors, who were potential dropouts could gain renewed interest in school when they experienced an alternative to the traditional high school program.

School districts may decide not to limit the project to just seniors. The curriculum, however, is designed to facilitate transition to and identification with the community college. Adaptations are, of course, possible and encouraged by the YETP project staff.

Module II (SN102) in the curriculum guide is designed as a two semester hour course. A student will not be required to have taken Module I (SN100-SN101) before taking Module II (SN102). This course is designed for students who are out of school and working full time who want to learn job retention and job advancement skills. It provides a supportive environment to discuss and process job related difficulties while learning job survival skills.

Students who have completed Module I, who are employed and need additional support and additional exposure to job survival and job advancement skills, will be encouraged in their ICP (Individual Career Plan) to take Module II. Other sources of students for Module II include CETA programs where the CETA

client is found to need job survival and job advancement skill training. The Department of Vocational Rehabilitation is another referral source of students for Module II. As their clients are placed in jobs, enrollment in Module II would enhance the students' retention in their work position.

Like Module II, Module III, is a two semester hour course. As with Module II, Module III does not need to be preceeded by Module I. Module III is designed for students who need "job search" skills. It takes students who are not employed or are employed in the wrong jobs, and gives them the skills necessary to find the jobs best suited for them.

Students who have completed Module I who find themselves unemployed or wrongly employed are encouraged in their ICP to take Module III first and then to take Module II once they find the right job and want to retain it. Again, the course provides excellent support for CETA hard to place clients and for assisting vocational rehabilitation counselors in placing their clients. Module III should prove to be an excellent referral source for these two agencies and a linkage for the student to other appropriate classes and resources in the community college.

INDIVIDUAL CAREER PLAN (ICP)

A copy of the Individual Career Plan will follow this description of it and its function. The ICP is a postsecondary career and educational plan modeled after the Individual Educational Plan used in the high schools. It attempts to formulate an assessment of the student's job orientated strengths and weaknesses into an individualized planned program of postsecondary study and work skills development.

One of the major objectives of Module I is the development of the student's ICP. The career plan is worked out with the student's involvement and the end product is, in a real sense, his/her plan. It is felt that students must feel a sense of ownership or the document will have little real impact on the student's work and career decisions.

In Module II the work in developing the ICP is either reviewed (for those who have had Module I) or begun in the first unit of the Module. The development of the plan is critical to the student's motivation and a sense of a positive work future. For a more thorough understanding of how the student is involved in development of the ICP, please refer to the curriculum guide, Module I, Unit VI--"Your ICP and You" and to Module II, Unit I.

INDIVIDUALIZED CAREER PLAN

PERSONAL HISTORY:

Name: _____
 (Last) (First) (Middle)

Address: _____

Social Security Number: _____

Phone: _____

Date of Birth: _____
 (Month) (Day) (Year)

Past Employment:

_____ (Place) _____ (Date)

_____ (Place) _____ (Date)

_____ (Place) _____ (Date)

_____ (Place) _____ (Date)

_____ (Place) _____ (Date)

Place of Birth: _____
 (City) (State) (County)

Age: _____ Sex: _____
 (Years & Months) (M or F)

Parents' Names: _____
 (Mother) (Occupation)

_____ (Father) (Occupation)

Date of Evaluation: _____

Current Employment:

_____ (Place) _____ (Date)

_____ (Supervisor) _____ (Phone)

_____ (Place) _____ (Date)

_____ (Supervisor) _____ (Phone)

_____ (Place) _____ (Date)

_____ (Supervisor) _____ (Phone)

ACADEMIC HISTORY:

Name of School: _____

Location of School: _____
(City and State)

Graduation from High School: _____ (Yes) _____ (No) Date: _____

Placement in School: _____ (Regular) _____ (Special) _____ (Highest Grade Completed)

Academic Accomplishments:

	Skill Mastered		Improvement Needed		Improvement Shown		Functioning Level
	Yes	No	Yes	No	Yes	No	
Reading							
Spelling							
Perception							
Math							
Pre Voc.							
Tools							
Processes							
Use of Money							
General Appearance							
Other (Indicate)							

RECOMMENDATIONS:

Academic Prognosis:

Personal/Social Prognosis:

Vocational Prognosis:

Additional Information:

Directions: Circle the numerical position on the number line below each Worker Characteristic. This numerical position should correspond to the level of predictability resulting from vocational assessments conducted on each individual processed through vocational assessment.

Ability to work independently.
(Low) 1 2 3 4 5 (High)
Additional Comments:

Ability to follow instructions.
(Low) 1 2 3 4 5 (High)
Additional Comments:

Ability to maintain physical stamina.
(Low) 1 2 3 4 5 (High)
Additional Comments:

Ability to concentrate on tasks. (Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to maintain motivation. (Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to communicate. (Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to make decisions. (Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to control frustration level.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to conceptualize problems.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to attend to change.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to continue in a task when receiving opposition.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to maintain even temper.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to believe in himself/herself.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to work under supervision.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Ability to compete.
(Low) 1 2 3 4 5 (High)

Additional Comments:

Recommended College Courses:

Other Placement Recommendations:

Vocational Rehab ☐ Yes ☐ No

VR Office _____ Counselor _____

Referral _____

Types of Vocational Training Needed:

SUMMARY OF CAREER ASSESSMENT

Career Plan:

Steps Necessary to Carry Out Career Plan:

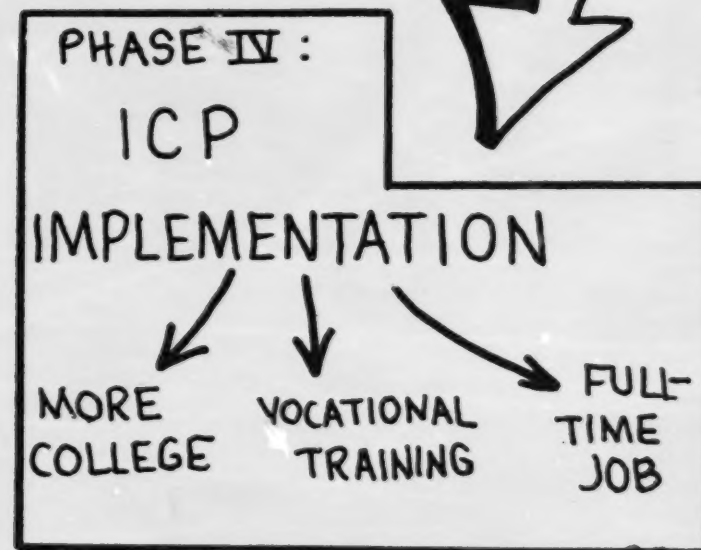
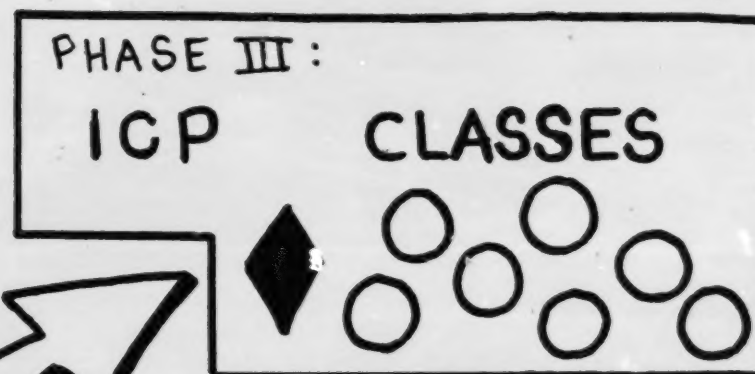
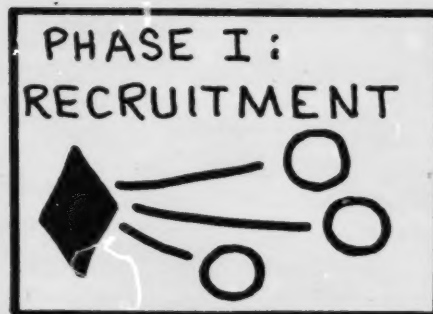
Instructional Objectives:

Signature of Evaluator _____

Date of Evaluation _____

STUDENT INVOLVEMENT

◆-HIGH SCHOOL INSTRUCTOR
▲-COLLEGE COORDINATOR
○-STUDENT



STUDENT INVOLVEMENT FLOW CHART

PHASE I

Identification and Recruitment

Project high school coordinator/instructor, with the help of other appropriate high school staff, identifies and recruits appropriate high school students who need involvement in the project.

The students are most often senior students who have a work experience program and have learning problems or other special problems that will effect their job performance and where these problems will not be sufficiently corrected by the time the student leaves his/her high school experience.

PHASE II

Enrollment

Once the high school coordinator/instructor recruits sufficient high school students to satisfy class size requirements at the local community college, the high school coordinator/instructor and the college coordinator arrange for the college registration of the students.

Experience has shown that these students usually can not be expected to participate in the regular college registration process and will need special help.

Monies to pay the student fees will need to be arranged for through CETA prime sponsors, Vocational Rehabilitation, and the student and/or the student's parents.

PHASE III

Actual Class

The high school coordinator/instructor teaches the class preferably on the community college campus to the students at a time they are not already involved in their high school program. Late afternoons, evenings, Saturdays are popular options.

Students gain support-skills and gain 4 college credits for their participation. The student develops his/her version of the ICP (see Curriculum Guide, Module I, Unit VI "You and Your ICP". The high school coordinator/instructor develops the professional ICP for school and community agency use.

PHASE IV

ICP Implementation

Depending on the ICP, the student takes additional college classes (once graduated from high school), SN102 - SN103, or other appropriate classes, goes to specific training program or finds full time employment continuing his/her education on a part time basis.

DISSEMINATION PLAN FOR YETP

A combined federal government agency for H.E.W. and D.O.L. has awarded grant monies to the Department of Career Education, College of Education, University of Arizona for the dissemination of the project state wide. The dissemination project is to begin in October, 1979 and to be completed by January, 1981. The Project Director and other staff have been selected.

The field testing of this project's curriculum was completed with Mesa Community College working with East High School and Mesa Central High School. This program manual and the curriculum guide are ready for dissemination. Phoenix Union High School District, Glendale High School District, Tempe Union High School District, Scottsdale High School District, Chandler High School, and the Mesa High School Systems have all shown interest and given support for the project. Several other school systems have shown interest but are awaiting contact from the Community College in their area. Counselors from high schools in the valley have met with YETP staff, and have given their advice as to the best dissemination of the project. The project is now ready for implementing the dissemination, to first; the community colleges in the Maricopa County Community College District, Pima Community College and then to interested community college and high school districts throughout the state.

The current 1979-1980, Youth Employment Training Program's goal is to assist in the implementation of the Youth Employment Training Program in other community college and high school districts throughout the state. This will be accomplished by conducting regional dissemination and training sessions in each community served by a community college, or community college district. The regional dissemination and training sessions will begin in the Maricopa

County Community College District and Pima Community College District where the procedure for instituting and conducting these training sessions (which will be described later in detail) will be first field-tested, evaluated, and improved for subsequent introduction in other regional dissemination and training sessions in other parts of the state. The regional dissemination and training sessions will be followed by a Progress and Technical Assistance Session. These sessions will focus on problem identification and problem solving concerning the implementation of the program. It will be provided to the high school and community college staff designated to implement and conduct the program. The session is designed to occur three to four months after the initial dissemination and training session. Consultation with the Project Director will also be encouraged and made available to the community college coordinators and high school coordinators/instructors in the program model plan.

The model for linkages between the program in the community college, high school districts, local manpower programs, and vocational rehabilitation, will be presented in the regional training sessions. This model was developed by the YETP successful involvement of META, Phoenix CETA and Vocational Rehabilitation in its current field testing of program curriculum and implementation methods.

The Maricopa County Community College District YETP staff, in their original development proposal, contacted a representative of the State Community College Board, the Career and Vocational Department of the University of Arizona, the Adult Education Department of the Arizona State University, and individual community colleges in the State of Arizona. The above mentioned had no knowledge of a program linking secondary schools and community colleges

to provide a postsecondary introduction to career, vocational, developmental and life skills training of this type in the State of Arizona and no one was aware of one like it anywhere in the country.

The following dissemination plan for the Youth Employment Training Program is a two part phased approach. The first phase is dissemination to colleges in the Maricopa County Community College District and Pima Community College District. The second phase outlines the approach used to disseminate the program to interested community colleges and high schools in the state. Each phase will be outlined in the following graph and paragraphs:

Regional Dissemination and Training Session - MCCCCD - Pima Community College.

Each President of the five campuses and Rio Salado College will be asked to designate the most appropriate person on their campus to participate in the role as the Community College Coordinator. The role expectations are outlined in this program manual (once the program begins, this is not a time consuming role, and is designed not to take more than two or three hours per week). Suggestions are given to the presidents, as to whom on a community college campus, would best fulfill this role; i.e., a career advisor, handicapped counselor/advisor, vocational educational or continuing education administrator.

When each college coordinator has been chosen, given the three manuals, briefed as to the project, and had their role responsibilities explained, the first Regional Dissemination and Training Session would be held at individual colleges inviting counselors, vocational education administrators, career advisors, continuing and development education personnel. The purpose would be to give an explanation of the project, and to introduce to the areas affected by the project, the person and the role expectations of the program coordinator.

Regional Dissemination and Training Sessions - Phoenix Metropolitan High School Districts

Each high school district Superintendent and district Director of Special Education and/or Director of Vocational Education in those areas not already served by the current project would be contacted individually, explained the program and given the three program documents. The project Superintendent would be asked to send the person selected as the instructor/coordinator to a one-day Regional Dissemination and Training Session to discuss how this project might function in their district. (A substitute for the day would be paid for by YETP.) The session is necessary because of the complex role of the high school coordinator/instructor.

(The community college course is taught by the appropriate high school faculty person. They are paid by the college as visiting faculty for the four hour course--two hours of class time, and two hours for coordinating work experience and counseling activities as outlined in this program manual and curriculum guide.)

It is important for each high school and/or district to understand the project and choose the most appropriate person for this role. In the current project involving the Phoenix Union High School System, and the Mesa High School System, it has proven invaluable that administrators involved with the project understand the project fully and the importance of selecting the individual for the coordinator/instructor role.

Joint Regional Dissemination and Training Sessions - Individual Community College Coordinators and Local High School Coordinator/Instructors

Once the program is explained and the participating community colleges and high schools have chosen their coordinators, an individual planning and training session would take place with each community college and the high schools geographically connected. Those high schools interested in developing

the project and not geographically accessible to a community college campus would meet with Rio Salado Community College to develop linkage to a community college. The Project Director would meet with the high school coordinators and each community college coordinator to assist in finding solutions to any problems unique to their institutions.

At this point, the project should be ready to begin the second semester of the senior year with students identified and recruited by the school coordinator/instructor. The Project Director will, however, be available for consultation with the coordinators.

Follow-up Implementation Session

Will be scheduled for approximately three to four months after the initial training. This session would focus on problem identification and problem solving techniques for difficulties in the program implementation experienced by the coordinators. The Project Director will also be available for consultation whenever the coordinators experience blocks to implementation. The scheduled session, however, provides a structured problem evaluation process and provides impetus for the process of implementation. In the current projects' mid-funding evaluations of the development process, periodic problem assessment and evaluation sessions have proven invaluable to keep the process of implementation moving and vital.

Project Evaluation

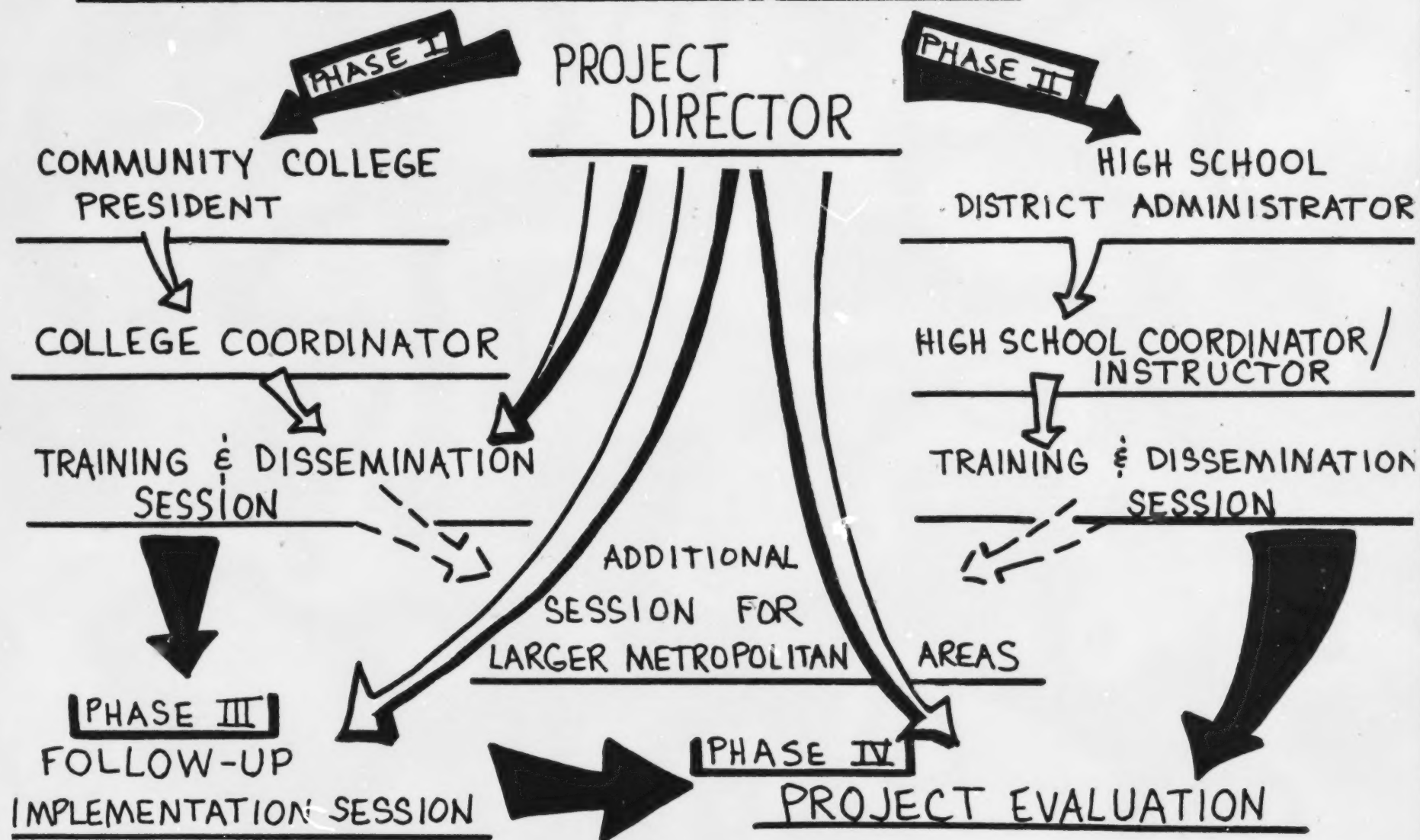
The Project Director will administer the post-dissemination evaluation questionnaire to the community college and high school personnel involved with the project (i.e., Vocational Education Administrators, Special Education Administrators, Counselors of the Handicapped, and Coordinators of the Project.)

Students involved in the project and their parents will be asked to evaluate the impact of the project in meeting its goals. Community agencies such as CETA prime sponsor and Vocational Rehabilitation personnel will also be asked to participate. The dissemination evaluation process will be done in consultation with the Research and Development Directors of the community college districts involved in the project.

Regional Dissemination and Training Sessions: Community Colleges State Wide

The remaining community colleges in-state will be contacted individually and the project explained. Those interested in developing the project will be asked to host the Regional Dissemination and Training Sessions on their campus. The appropriate high school administrators would be contacted and invited to the training sessions. As with the Maricopa Community College District, those interested would be asked to designate a coordinator/instructor at the high school level and allow that person to attend a program implementation session with the community college coordinator. The project will pay for a teaching substitute for the day missed by the high school coordinator/instructor.

DISSEMINATION FLOWCHART



DISSEMINATION FLOW CHART

PHASE I

The Project Director meets with community college Presidents to explain project and ask assistance in implementation of the project at the college campus.

Participating colleges are asked to appoint the appropriate person on campus to assume the role of college coordinator. The college coordinator is given the 3 program documents and given an explanation of his/her role responsibilities in the project. To further assist the college coordinator a training and dissemination session is scheduled on the individual college campus to explain the project and role of the college coordinator. People on campus who usually need to be invited to this meeting include: counselors, vocational education personnel, career advisors, continuing education personnel, special services personnel and developmental education personnel.

PHASE II

The Project Director will contact appropriate high school district administrators to explain the project and distribute the 3 program documents. Where the high school district wishes to participate the administrator is asked to identify people most appropriate for the high school coordinator/instructor role. A high school coordinator is selected, is explained the project and given the program documents. All coordinators are then invited to an all day Training and Dissemination Session where they are trained in student identification, recruitment, enrollment and their teaching the curriculum.

In larger metropolitan areas an additional training session involving the college coordinator and the high school coordinator/instructors in that college's area is advised. The Project Director is available for consultation should problems exist.

PHASE III

Follow-up implementation Session

The Project Director schedules a "Follow-up Implementation Session" with each participating community college to assess progress and assist problem identification and problem solving where necessary.

The scheduled session provides a structured problem evaluation process and provides impetus to the process of Implementation.

PHASE IV

Project Evaluation

The Project Director will conduct a project evaluation with the consultation of participating high school and community college districts. This evaluation will consist of instruments given to appropriate high school and community college staff, students, parents, and community agencies where involved.

OBJECTIVES, ACTIVITIES, AND TIME LINE
OF THE YETP DISSEMINATION PROJECT

Objectives

- 1.1 At the end of the dissemination project each community college in the Maricopa Community College District will have instituted the Youth Employment and Training Program on their campus.
- 1.2 In at least 10 high school districts in Maricopa County, a person to perform the coordinator/instructor role will be chosen and trained to conduct the Youth Employment and Training Program in their district and coordinate this with their local community college counterpart.
- 1.3 The Youth Employment and Training Program will be instituted, and persons trained for the coordinator and coordinator/instructor roles in at least four community colleges and corresponding high school districts outside Maricopa County.
- 1.4 The Youth Employment and Training Program will be instituted in community colleges and high school districts without the need for further federal funding after this dissemination and training phase.

Activities

- 1.1.1 Hire Staff - program director and half-time secretary.
- 1.1.2 Meet with community college campus presidents to have them designate the coordinator for their campus.
- 1.1.3 Conduct in-service training session for the community colleges coordinators--give each coordinator copies of the Counseling Resource Book, Program Manual, and Curriculum Guide.
- 1.1.4 First Regional Dissemination and Training Session for community college counselors, vocational educational administrators, career advisors, continuing and developmental education personnel to introduce program and coordinator role function to those who would most often come into contact with the project.
- 1.1.5 Project Supervisor and each college coordinator meet with the high school coordinator/instructors in their area to work on coordinating project implementation.
- 1.1.6 Follow-up "implementation" problem identification and problem solving sessions with each college coordinator and high school coordinator/instructor.

- 1.1.7 Project Supervisor is available for consultation regarding implementation difficulties experienced by coordinators.
- 1.1.8 The post-dissemination evaluation questionnaire will be administered to community college and high school personnel involved with the project.
- 1.2.1 Contact high school districts in Maricopa County and provide Counselor Resource Book, Program Manual and Curriculum Guide to the District Superintendent, Director of Special Education and the Director of Vocational Education.
- 1.2.2 Interested high school districts will send a representative to the Regional Dissemination and Training Session.
- 1.2.3 High school districts choose the most appropriate person for the coordinator/instructor role.
- 1.2.4 Project Supervisor meets with high school coordinator/instructors in training session.
- 1.2.5 (Same as 1.1.5)
- 1.2.6 (Same as 1.1.6)
- 1.2.7 (Same as 1.1.7)
- 1.2.8 (Same as 1.1.8)
- 1.3.1 A presentation of the Youth Employment and Training Program will be made at the August Vocational Educational Conference. The dissemination materials will be made available at this conference.
- 1.3.2 Each community college in the state will be contacted and provided the three dissemination documents.
- 1.3.3 High school districts geographically connected with community colleges interested in the project will also be sent the dissemination materials and invited to a Regional Dissemination and Training Session to be held at the local community college.
- 1.3.4 The Regional Dissemination and Training Session to be held at the local community college.
- 1.3.5 A Follow-up Implementation Session to be held with community college coordinator and high school district coordinator/instructors.
- 1.3.6 Project Supervisor is available for consultation regarding implementation difficulties experienced by coordinators.

- 1.3.7 The post-dissemination evaluation questionnaire to be administered to participating community colleges and high school district personnel.
- 1.4.1 The section of the post-dissemination evaluation questionnaire dealing with whether the program was instituted as designed (without needing federal funding to help if operational) will be examined to determine if Objective #4 was achieved.

Examples of High School Dissemination Plans

Two sample high school project dissemination plans follow that were developed by individuals in those high school districts. The names of schools, individuals, and agencies have been changed but, the samples should prove helpful in assisting those interested in the project to identify steps to be taken to implement the project. The samples are very different in their approach and neither should be considered as an exact model to follow. They are only examples of what two individuals decided was the best approach in their respective systems.

One should be aware of the uniqueness of their own system and develop a plan that reflects the same. The Project Director will assist individuals in the development of their own plans. It is advised, however, the interested school systems develop such an implementation plan where possible.

YETP DISSEMINATION PLAN FOR
SUNRISE HIGH SCHOOL DISTRICT

(Sample I)

Timeline

Start

End

Aug. 20 - Sept. 7

- Contact Sue Smith, Director of Exceptional Student Programs and Guidance Services of the Sunrise School System, at 1010 Noway Road, Sunset, Arizona 85999. Telephone No. 111-1111.

Update her on the progress of the class for exceptional students (SN100 - SN101) to be offered during the second semester of the 1979-80 school year at Sunset College for Sunrise High School students. Ask for her support and help in the dissemination of information to the high school principals and Exceptional Student Program (ESP) Department Chairpersons.

Sept. 4 - Sept. 14

- Have Sue Smith or appointee make short presentation to the principals at the Superintendent's Management Team Meeting. Explain the purpose and objectives of the future program and the need for involvement of the ESP Department Chairs and ESP counselors to start off the program effectively.

(Only an announcement stating the program's success and continuation is needed for the following years.)

Sept. 4 - Sept. 14

- Have Sue Smith or appointee make an announcement at the Exceptional Student Department Chair Meeting about the proposed community college class for second semester senior exceptional students and graduates. Ask for their cooperation and assistance along with their ESP counselor in helping the community college staff "kickoff" the program. Let them know that there will be someone contacting them about the program in the near future.

Oct. 1 - Oct. 15

- Develop a package of information for the ESP counselors including: the course objectives, credits, fee, locations, entrance requirements, registration deadlines, Sunset College highlights and activities. Include a questionnaire for interested students to fill out.

Timeline

Start

End

Oct. 1. - Oct. 15

- The questionnaire should include:

Preference for 1 - two hour class per week or

2 - one hour classes per week.

The days of the week preferred.

Time of the day.

1 Time per week

2 Times per week

4:00 - 6:00 6:00 - 8:00 5:00 - 6:00 5:30 - 6:30

4:30 - 6:30 6:30 - 8:30 6:00 - 7:00 6:30 - 7:30

5:00 - 7:00 7:00 - 9:00 7:00 - 8:00 7:30 - 8:30

5:30 - 7:30

Location: Sunset College or Vocational Tech College.

Oct. 1 - Oct. 15

- Have community college representative (college coordinator) bring information package for the ESP Chairs and the ESP counselors. Offer help and assistance to the counselors when needed. Send a copy to Sue Smith.

Oct. 15 - Oct. 26

- Send out letters to previous year exceptional student (EMH, LD, EH) graduates. Address information is available from each Exceptional Student Program. Contact by phone or home visit may be needed.

Oct. 22 - Nov. 16

- Call a general meeting for interested high school graduates or ask for a response by mail or phone by a set date.

Oct. 22 - Nov. 9

- Individual school ESP counselors visit the EMH classes and LD resource room to introduce the program to first semester seniors and have interested students fill out a questionnaire on the best day/days, time and location of the class. Ask students to keep transportation details in mind when choosing the best time for the class. The counselor should encourage car pooling and deduction from their present pay-checks to pay for tuition. Other possible funding sources should also be discussed. The counselor

Timeline

<u>Start</u>	<u>End</u>
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Oct. 22 - Nov. 9

should explain that there is a classload limit and interested students should contact him for further questions. Students on full time work experience may need to be contacted about the community college class through their Work Experience Coordinator. Interested students should then be encouraged to contact the ESP counselor about further information. Information about SN100 - SN101 should be sent home to the parents at this time.

Nov. 12 - Nov. 21

- Time, day/days and location is decided. Announcement is made to first semester seniors that registration will be taking place in December.

Nov. 26 - Dec. 21

- Registration forms are sent out to interested high school graduates with updated information about the date, time, and location of the first class. Graduates are given a contact person to contact for further information and a deadline for registration.

Nov. 26 - Dec. 21

- Counselors contact the senior EMH and LD students about registration. The seniors turn in the registration form to the ESP counselor. A deadline date is given.

Jan. 7 - Jan. 11

- 20-25 students are notified of acceptance into the class. (Include time, day, location of the first class.) Additional students are placed on a waiting list in case of openings.

Selling Points of Program to Students

- Student at Sunset College
- Class will help student with work adjustments and career planning
- Sunset College ID card
- Sunset College activities
- Sunset College games
- Sunset College dances
- Sunset College Placement Office services
- Need Sunset College brochures
- Need to get ESP Department Chairs and ESP counselors excited about the program.

Problems

- Transportation
- Sunrise City Bus System stops service at 6:00 p.m.
Help with car pooling may be needed.
- Fee
Many students will not be able to afford tuition without special funding.
This factor limits this class to students from middle class income families.
CETA funding should be looked into. Check with Stewart Miller from the
State Department of Education for possible funding sources.
- Differences in student abilities will need to be considered in class
selection.
- Packets should be made and distributed to ESP counselors by Oct. 15, 1979.

"Kick-off" Schools

Sunrise High School
John Small High School
Sharon Medium High School
Tom Large High School
Center High School

Backups:

Brown High School
Blue Mountain High School
Ambra High School

CONTACT PEOPLE

Sue Smith
Director of Exceptional Student Programs and Guidance Services
1010 North Noway Road
Sunset, Arizona 85999
Telephone: 111-1111

Ambra High School
3839 West Back Road
Sunset, Arizona 85989

ESP Department Chair - John Smith
ESP Counselor - Karen Owens

Telephone: 657-6185
657-3127

Brown High School
9402 West Cat Drive
Sunset, Arizona 85992

ESP Department Chair - Marjorie Long
ESP Counselor - Martin Signup

Telephone: 657-6228
657-6229

Tom Large High School
4612 North 101st Street
Sunset, Arizona 85996

ESP Department Chair - (on leave) Jean Blue
Acting ESP Dept. Chair - Roy Rogers
ESP Counselor - Ruth Thomas

Telephone: 657-4088
657-4990

Center High School
6025 North Central Avenue
Sunset, Arizona 85998

ESP Department Chair - Ray Johns
ESP Counselor - Sam McDaniel

Telephone: 657-3386
657-4092

Sharon Medium High School
505 North 58th Street
Sunset, Arizona 85998

ESP Department Chair - Helen Jonson
ESP Counselor - Tom Jones

Telephone: 657-3451
657-3430

John Small High School
3333 West Roosevelt Square
Sunset, Arizona 85979

ESP Department Chair - Joan Rivers
ESP Counselor - Amy Wax

Telephone: 657-4967
657-3228

CONTACT PEOPLE CONTINUED

Sunrise High School
8415 North 109th Avenue
Sunset, Arizona 85988

ESP Department Chair - Tom Eirhart
ESP Counselor - Ernest Tall

Telephone: 657-4954
657-4955

Diak High School
1101 East Pine Road
Sunset, Arizona 85941

ESP Department Chair - (to be appointed)
ESP Counselor - Ernie Cad

Telephone: 657-4070
657-3559

OTHER CONTACT PEOPLE

Area Vocational Center
305 North Fifth Street
Sunset, Arizona 85994

Contact - Shaea Sands, ESP Teacher
Carol Walk, Supervisor
Larry Gilber, Counselor

Telephone: 657-3697

Special Needs Service
804 West Wood Circle
Sunset, Arizona 85884

Department Chair - Lee Buck

Telephone: 657-6369

Lang Alternative Center For Education
211 South 200th Avenue
Sunset, Arizona 85885

Director - Carl Burt
ESP Department Chair - Peggy Dilly

Telephone: 657-4951
657-4948

YETP DISSEMINATION PLAN FOR
CLOUDS HIGH SCHOOL DISTRICT

(Sample II)

1. Approval Process - The approval process involves provision of adequate materials describing the project, with backup ready for presentation to two different authority levels.

- 1.1 Support Material - The support material includes information aimed for different levels of consumption.

- 1.1.1 Concept Paper - This one page paper should be a brief abstract-like explanation of project. It should convey what the project will cover; generally how it will be achieved; when; associated costs to the district; and a commitment to report the results.

- 1.1.2 Project Description Paper - This paper should include the usual justification for implementing a project: need (why), goals (what), procedures (how), time line (when), responsibilities (who) and costs (time and money). It should contain a explicit coverage on the articulation of this project with ongoing district projects, probably stressing both supplementary and new advantages.

- 1.1.3 Available Back-up Material

- 1.1.3.1 Original Proposal

- 1.1.3.2 List of advantages/disadvantages to district system and staff.

- 1.1.3.3 Organizational charts of project showing relationships between district and Rain Community College and responsibility lines within the district.

- 1.1.3.4 Evaluation Plan

- 1.1.3.5 Rain County Community College District

- 1.1.4 Tentative Procedural Papers - There should be addressed to two audiences: (1) counselors and (2) students/parents.

- 1.1.5 List of potential benefits for students: i.e.,
(1) Career Services, (2) Placement Office,
(3) Community College Activities, (4) ID card,
(5) Financial Aid, (6) Workstudy, and
(7) Technical Programs.

1.2 Approval/Support - Key personnel need to approve and/or support the project.

1.2.1 District Approval/Support - The Project Director should seek the approval/support of the Director of Special Education, John Smith, and the Work Experience Coordinator, Sam Spade. The Director of Special Education would seek further district approval. The teacher for the project would become responsible for the district-wide implementation and monitoring of the project. Both need access to "sell" the project to superiors and perhaps to the School Board; the other has to help "sell" the project to those who will help determine its actual implementation.

1.2.1.2 Sequence of idea presentation - A decision has to be made as to whom the material should be presented first, or to both at the same time. The Concept Paper and Project Description Paper should be delivered prior to meeting.

1.2.2 Local High School Approval/Support - The Project Director and the project teacher should present the project to each high school principal and head counselor.

1.2.2.1 Sequence of Idea Presentation - A similar decision as above has to be made.

2. Dissemination Process - The dissemination process involves the communication of the project to school teachers and counselors and their commitment of support.

2.1 Counseling Staff - Project information should be presented to both regular and special counselors during a staff meeting. A date and offer of assistance should be made to the head counselor during the local high school approval/support process. The materials presented should be the Concept Paper, list of potential benefits for students, and tentative procedural papers should be used for commitment purposed by soliciting suggestions/revisions.

2.2 Teaching Staff - Information article should be circulated in local newsletters/bulletins with a local contact person named.

3. Recruitment of Students

- 3.1 Identification - Counselors, faculty, or students themselves will identify potential participants in the project.
- 3.2 Contact and Assessment - Counselors would contact and discuss with students the project objectives and advantages for the student.
- 3.3 Selection by Project Teacher.
- 3.4 Enrollment by Project Teacher.
- 3.5 Follow-up by Project Teacher at appropriate time intervals.

4. Potential Problems

4.1 Related to Approval Process

- 4.1.1 Rain County Community College Governing Board approval of courses prior to approval process within Clouds High School District.
- 4.1.2 Completion of supportive material prior to asking for approval.
- 4.1.3 Perception of conflict or duplication of project with ongoing district programs.

PHYSICAL DEMANDS AND WORKING CONDITIONS FORM

The following pages introduce the Physical Demands and Working Conditions Form. This form, because of its excellent usability with physically handicapped students, is presented in this Manual with examples of its use. The form can nevertheless be used with all handicapped students and provides them with a guide to evaluate a potential job site. The student once instructed in the use of the form goes to the potential job site and point by point rates the site as to the physical demands and the working conditions present. The student then returns to his counselor/instructor to fill out the summation section of the form and to thoroughly evaluate the job site.

The sample exercises provided with this section show the form filled out with "0" responses meaning that the particular demand or condition does not exist on that job site. An "X" response means that the particular physical demand working condition is present on the work site. As with the examples, it is helpful to specify in some cases exactly what the demands and conditions are. This form gives the student a structured outline to use in evaluating a potential work site. It also helps in the career counseling of the handicapped to stimulate discussion or real or imagined barriers to potential careers.

The case histories presented are of two hypothetical students with different handicaps. There are, of course, many ways to approach the use of this form and our attempt here is only to introduce it as one technical aide that has been found helpful by career counselors of the handicapped.

PHYSICAL DEMANDS AND WORKING CONDITIONS FORM

DOT Title _____ Establishment Job Title _____ Occupational Code _____
 Name of Business _____ Address _____
 Nature of Business _____ SIC Code _____
 Total No. of Employees _____ Total No. of Employees this DOT Title _____ GED _____ SVP _____

JOB DESCRIPTION

PHYSICAL DEMANDS	WORKING CONDITIONS	SUMMATION
☐ Standing %	☐ Inside %	Occupationally Significant Characteristics
☐ Walking %	☐ Outside %	
☐ Sitting %	☐ Extreme Cold	
☐ Lifting lbs.	☐ Extreme Heat	
☐ Carrying lbs.	☐ Sudden Temp. Changes	
☐ Pushing lbs.	☐ Wet and/or Humid	
☐ Pulling lbs.	☐ Dry	
☐ Climbing	☐ Noise and/or Vibration	
☐ Balancing	☐ Hazards	
☐ Stooping	☐ Mechanical	
☐ Kneeling	☐ Electrical	
☐ Crouching	☐ Burns	
☐ Crawling	☐ Explosives	
☐ Reaching	☐ Radiant Energy	
☐ Handling	☐ Other	
☐ Fingering	☐ Atmospheric Conditions	
☐ Feeling	☐ Fumes	
☐ Talking	☐ Odors	
☐ Hearing	☐ Mists	Working Conditions
☐ Seeing	☐ Gases	
☐ Close Work	☐ Dusts	
☐ Depth Perception	☐ Poor Ventilation	
☐ Accommodation	☐ Other	
☐ Color Vision	☐ Works Alone	
☐ Peripheral Vision	☐ Works With Others	
☐ Working Speed	☐ Works Around Others	
☐ Other	☐ Other	

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Date _____ Analyst _____ Firm Representative _____ Title _____

EXAMPLE # 1

NAME: George L.

NATURE OF HANDICAP: Paraplegic

George L., a 17 year old male with no work history has completed his junior year of high school with no specific vocational preparation. Academically, he is functioning at the 11th grade level in reading and math and the 9th grade level in spelling.

He lives with his natural parents who are of average intelligence, but economically disadvantaged. They are very supportive and see him as being able to function as an independent adult. He compensates for his physical disabilities by socializing constructively and maintaining long-term friendships. Leadership qualities have been evidenced throughout his school history.

Intelligence testing performed by the school psychologist indicates that he performs at approximately the 50th percentile on the verbal portion of the Wechsler Intelligence Test for Children-Revised (WISC-R) and the 30th percentile on the performance portion of the WISC-R. Emotionally, George L. appears to be very stable.

George L. is wheelchair-bound and does not have control of bowels and bladder, but does use the colostomy and catheter.

PHYSICAL DEMANDS AND WORKING CONDITIONS FORM

DOT Title _____ Establishment Job Title Telex Operator Occupational Code _____
 Name of Business Sentry Center West Address 9501 E. Shea Blvd. Scottsdale Arizona
 Nature of Business Insurance SIC Code _____
 Total No. of Employees 700 Total No. of Employees this DOT Title _____ GED _____ SVP _____

JOB DESCRIPTION

Must type accurately at least 40 words per minute. Ability to read handwriting and work independently a must. Good human relation skills, as contact with technical people is necessary. Entire complex of buildings accessible to paraplegic from parking lot to restrooms.

PHYSICAL DEMANDS

☐ Standing 0%
☒ Walking 10%
☒ Sitting 90%
☐ Lifting lbs.
☐ Carrying lbs.
☐ Pushing lbs.
☐ Pulling lbs.
☐ Climbing
☐ Balancing
☐ Stooping
☐ Kneeling
☐ Crouching
☐ Crawling
☐ Reaching
☐ Handling
☒ Fingering (typing)
☐ Feeling
☒ Talking (Communication with
☒ Hearing technical people)
☒ Seeing
☒ Close Work
☐ Depth Perception
☐ Accommodation
☐ Color Vision
☐ Peripheral Vision
☒ Working Speed (Above average
☐ Other pressure)

WORKING CONDITIONS

☒ Inside %
☐ Outside %
☐ Extreme Cold
☐ Extreme Heat
☐ Sudden Temp. Changes
☐ Wet and/or Humid
☐ Dry
☐ Noise and/or Vibration
☐ Hazards
☐ Mechanical
☐ Electrical
☐ Burns
☐ Explosives
☐ Radiant Energy
☐ Other
☐ Atmospheric Conditions
☐ Fumes
☐ Odors
☐ Mists
☐ Gases
☐ Dusts
☐ Poor Ventilation
☐ Other
☒ Works Alone (75% of time)
☒ Works With Others (25% of time)
☒ Works Around Others
☐ Other

SUMMATION

Occupationally
 Significant
 Characteristics

Busy desk messages must go out correctly. Accuracy extremely important.

Physical
 Demands

Light Duty.

Working
 Conditions

Career advancement possible. Excellent Educational facilities for those seeking advancement. Pleasant work environment. Advanced management practices for human benefits.

Date _____ Analyst _____ Firm Representative _____ Title _____

Job Analysis for Student in Example #1 (George L. - Paraplegic Handicap)

EXAMPLE # 2

NAME: Raul M.

NATURE OF HANDICAP: Learning Disabled

Raul M., 16 year old Mexican-American bilingual male, dropped out of school at the end of the 10th grade. He has a perceptual handicap which limits formal learning. School test data indicates that he functions in spelling at the 4th grade level, reading and math at the 8th grade level.

Socially, he comes from a laboring family where masculine work is of paramount importance. On the Wechsler Intelligence Scale for Children-Revised (WISC-R), he ranged from the 16th to the 50th percentile. He scored in the average range on the performance portion of the test and below average on the verbal part.

His impairment is in his inability to integrate symbolic learning. He can handle concrete ideas, but not abstract ideas presented verbally. He learns by seeing and observing (modeling behavior). He is competitive and has a good memory for tasks once learned.

Raul M. was expected to take on responsibilities of a wage earner at a young age. Emotionally, he displays difficulty in adjusting to environmental stresses. When under stress, and when confused, he becomes angry easily and displays defensive-resistive behaviors.

PHYSICAL DEMANDS AND WORKING CONDITIONS FORM

DOT Title _____ Establishment Job Title Automobile
 Name of Business SYZ Automotive Address 990 E. Greenway Casa Grande Arizona
 Nature of Business Small independent Auto repair and maintenance business SIC Code _____
 Total No. of Employees 3 Total No. of Employees this DOT Title _____ GED _____ SVP _____

JOB DESCRIPTION

Assistant to owner/chief mechanic. Duties include rotating tires, lube and oil care needing such servicing. Learns auto mechanics as the owner has time to show him the procedures.

PHYSICAL DEMANDS

☒ Standing 90%
☒ Walking 10%
☒ Sitting 10%
☒ Lifting 50 lbs.
☒ Carrying 25 lbs.
☒ Pushing 100 lbs.
☒ Pulling 100 lbs.
☒ Climbing
☐ Balancing
☒ Stooping
☒ Kneeling
☒ Crouching
☒ Crawling
☒ Reaching
☒ Handling
☒ Fingering
☒ Feeling
☒ Talking
☒ Hearing
☒ Seeing
☒ Close Work
☐ Depth Perception
☐ Accommodation
☐ Color Vision
☐ Peripheral Vision
 _____ Working Speed
 _____ Other

WORKING CONDITIONS

☒ Inside 90 %
☒ Outside 10 %
☐ Extreme Cold
☒ Extreme Heat
☒ Sudden Temp. Changes
☐ Wet and/or Humid
☒ Dry
☒ Noise and/or Vibration
☒ Hazards
☐ Mechanical
☒ Electrical
☒ Burns
☒ Explosives
☐ Radiant Energy
☐ Other
☒ Atmospheric Conditions
☒ Fumes
☒ Odors
☐ Mists
☐ Gases
☐ Dusts
☒ Poor Ventilation
☐ Other
☐ Works Alone
☐ Works With Others
☒ Works Around Others
 _____ Other

SUMMATION

Occupationally
 Significant
 Characteristics

Not a high pressure establishment. Owner has patience to teach tasks in small sequences to build success.

Physical
 Demands

Variable - light to heavy work.

Working
 Conditions

Opportunity to learn auto mechanics under low pressure. Can move to fast paced auto agency if speed and skills develop to that level.

Date _____ Analyst _____ Firm Representative _____ Title _____

Job Analysis for Student in Example #2 (Raul M. - Learning Disabled Handicap)